



Behavior Education Plan Quarter 1 Review

October 29, 2015



Implementation Outcomes Status Update

At the May 2015 Board of Education meeting, Behavior Education outcomes and discrete action steps for the 2015-2016 school year were shared as a part of the quarterly review. Those annual outcomes are listed below along with a corresponding status update and priorities for second quarter.

Implementation Step	Quarter 1 Status
<p>Communication and Adherence to Policy</p> <p>Clearly communicate the rights and responsibilities of all stakeholders and the expectations / nuances of a progressive approach to discipline.</p>	<p>On track</p> <ul style="list-style-type: none"> ● Focused the Behavior Education Plan Institute on building community while cultivating shared beliefs and values ● Built a shared understanding of progressive discipline including when a behavior progresses response levels at the Behavior Education Institute (Institute); many schools used this strategy during Welcome Back ● Re-calibrated delineation (i.e. "coding"), response protocols, and use of out-of-school suspension by modeling a fidelity monitoring process at the principal meeting ● Foreshadowed, with principals, the semester one fidelity monitoring meetings ● Revised the Behavior Education Toolkit including a new section that outlines policy to practice implications ● Developed 4K-3 OSS decision making guide and procedures ● Developed family module to support schools in engaging and building shared understanding among families ● Developed student module and student verification of understanding forms ● Implemented a redesigned partnership with the YWCA in support of a school-wide restorative approach
<p>Communication and Adherence to Policy - Quarter 2 Priorities</p> <ul style="list-style-type: none"> ● Initiate meetings with school leadership to review documentation procedures and explore calibration at the practice level 	



- Employ Behavior Education Leadership Team process for reviewing school data and fidelity to policy
- Meet monthly with the Chief of Schools, with a particular focus on secondary, to discuss culture and climate trends
- Develop a guiding coalition for equitable, restorative behavior practices across our community
- Calibrate and reflect on requests for 4K-3 suspension
- Further examine data to more deeply understand the equity work necessary to advance the work of the Behavior Education Plan; who are the student groups that are experiencing disproportionate outcomes; inclusive of additional dimensions of identity (race, LGBTQ+, mental health, etc.)

Infrastructure to Support Tiers 2/3

Provide support and professional learning to Student Services Teams to: 1) develop a school-level infrastructure to implement tier 2 and 3 interventions, and 2) access additional support for students with intensive behavioral and mental health needs.

On track

- Using information from summer consultation sessions, assigned all schools an external PBS point of contact and / or a systems coach to support tier one or two
- Developed an intensive support team (IST) to provide schools with support to develop and implement a plan (as of October 7, there were 115 requests; 98% were responded to within two days)
- Started the Renewing Futures program at all four comprehensive high schools, supporting a group of students with emotional / behavioral disabilities in 9th grade, through a grant from the United Way
- Began the school year with three .5 clinicians hired for each of our three mental health pilot schools; Sennett, Schenk, and Glendale

Infrastructure to Support Tier 2 - Quarter 2 Priorities

- Explore the use of comprehensive school counseling framework as the potential model for an integrated student services practice in order to inform guidance to student services teams
- Support capacity of student services teams in creating a robust Tier 2 (choosing, implementing, progress monitoring, refining and adjusting) system at their respective schools
- Develop guidance resources for student services teams to plan, implement, refine and adjust a comprehensive, coordinated, and customized delivery model for programs and services that supports students in attaining the competencies outlined in MMSD's Graduate Profile

Infrastructure to Support Tier 3 - Quarter 2 Priorities

- Begin plans for expansion of our Behavioral Health in Schools pilot (mental health) as a result of the Wisconsin Partnership Program grant awarded to MMSD



- Review the Intensive Support Team's request for support data in order to comprehensively reflect and adjust, so that our team may remain responsive and supportive while concurrently managing the volume of requests
- Prepare for the addition of two Building Bridges teams

Infrastructure to Support Behavior Response

Support schools in developing and implementing effective behavior response systems.

On track

- Supported schools to develop behavior response systems by providing a template, professional development, and professional consultation for all schools
- Ongoing support to schools in the use of the Behavior Support Call Log including professional development at the principal meeting
- Pilot restorative centers at Memorial to proactively and responsively address conflicts and behavior, and students as facilitators of restorative conversations following behavioral incidents, through the Innovation Grant
- Refined Oasys behavior incident screen to facilitate use and develop call log with parallel infrastructure within Data Dashboard for efficient data analysis

Infrastructure to Support Behavior Response - Quarter 2 Priorities

- Support principals to use call log data to support systemic, technical and adaptive change; a reflective process that could also be used with teacher teams
- Establish school visit opportunities at schools with exemplar behavior response systems and target visits for cohorts of staff from schools that need to improve their systems
- Meet with each restorative practice school teams (MMSD and YWCA) to monitor progress and update objectives for second quarter
- Better define the role of behavior responders, particularly with student services teams
- Support the development of restorative practices to support the reintegration of students with behavioral needs into the classroom as opposed to the use of exclusionary practices

Professional Development

Support implementation of classroom systems and practices to proactively support and respond to behavior, including integrating social emotional learning within instruction

On track

- Used the Institute to support schools in starting the year with opportunities to build a shared understanding of the restorative approach, and increase skills related to behavior response and strategies to support teacher teams in developing



classroom engagement plans

- Began the training cycle for 2 secondary Developmental Designs (DD) coaches and converted two Origins DD trainers to MMSD DD trainers
- Collaborated with Central Office Department of Curriculum and Instruction to pilot social emotional learning standards on the report card
- Formed a cross-functional team to support secondary schools in integrating Social Emotional Learning and Academic Career Planning
- Provided summer professional development to student services teams with the purpose of developing a MTSS for behavior
- Redesigned professional development for student services so that individuals have the opportunity to go deeper into the content with a professional learning community; initial data is very favorable
- Began cohort professional development to support schools in implementing an evidence-based response protocol called Screening, Brief Intervention, and Referral to Treatment (SBIRT) for students using alcohol and other drugs and engaging in other risk behaviors
- Held summer professional development opportunity for student services teams to calibrate similar to the practices implemented for teacher teams
- MMSD schools (6 elementary and 3 middle) committed to multi-year Welcoming Schools & Gender Spectrum equity work, integrating LGBTQ+-inclusive language, curriculum, and structures into their universal social/emotional systems

Professional Development - Quarter 2 Priorities

- Offer Developmental Designs training, after school, providing an opportunity (other than summer) for staff to engage in the training
- Provide the opportunity for schools to send specials teachers to a one-day Responsive Classroom training
- Deliver learning strands and discipline-specific PD in support of both universal, tier 2, and tier 3
- Support new principals through job-embedded coaching and support of the school's universal behavior team



Key Findings

- Behavior events, from 2014-2015 as compared to 2015-2016, increased by 70% likely due to an increased understanding of policy, clearer documentation parameters, increased teacher confidence in the behavior response systems, and / or a more reliable documentation system
- Out-of-school suspension events decreased by 29% from 2013-2014 as compared to 2015-2016
- Out-of-school suspension events increased by 63% from 2015-2016 as compared to 2014-2015, with a decrease of 16% at the elementary school level, an increase of 81% at the middle school level and an increase of 67% at the high school level; while suspensions may be up this year, they are pair with restorative practices designed to re-engage the student back into the classroom and aim to proactively reduce future suspensions
- Eighteen percent of MMSD students are African American, yet they accounted for 67% of suspension events in 2014-2015 and 62% in 2015-2016, representing a 5% decrease in disproportionality

Data Review

Data-based decision making continues to be essential in informing implementation of the Behavior Education Plan. Data is used to assess the functioning of systems and practices and to support school teams in identifying patterns of behavior that inform instruction and intervention. This report outlines quantitative suspension and behavior event data from the first six weeks of the 2015-2016 (Behavior Education Plan - year 2) school year, as compared to 2014-2015 (Behavior Education Plan - year 1) and 2013-2014 (Code of Conduct - final year).

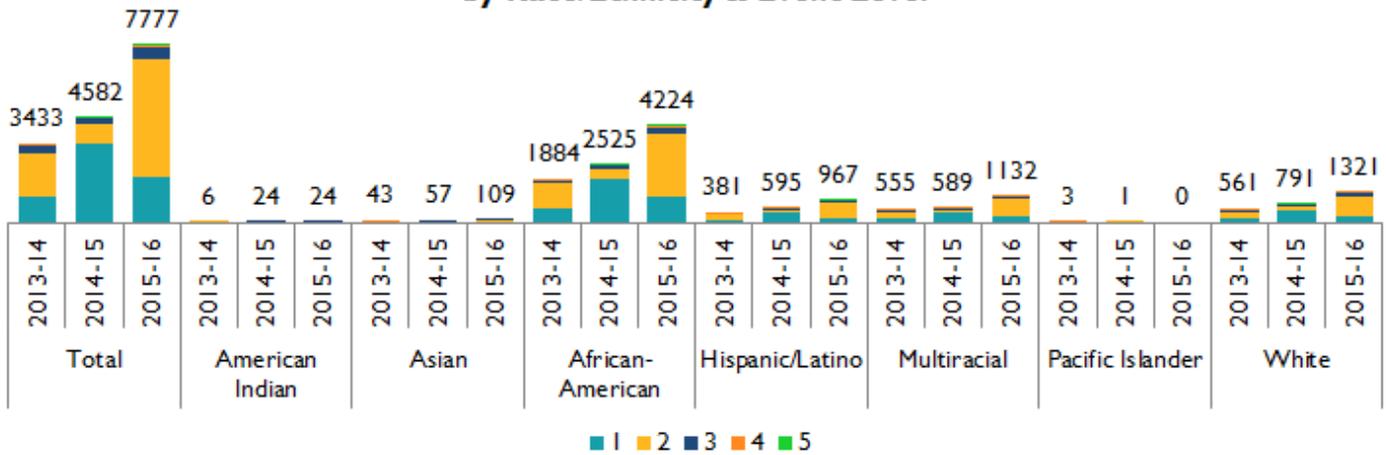
Total Behavior Events

When the Board of Education approved the Behavior Education Plan revisions in May 2015, changes were made to the documentation parameters, which have implications on the data and the year-to-year comparison process. Regardless, in comparing behavior event data from last year to this, there is an overall increase of 70% from 2014-2015 to 2015-2016, likely due to an increased understanding of policy, clearer documentation parameters, increased teacher confidence in the behavior response systems, and / or a more reliable documentation system* leading to an increase in level 2 behaviors.

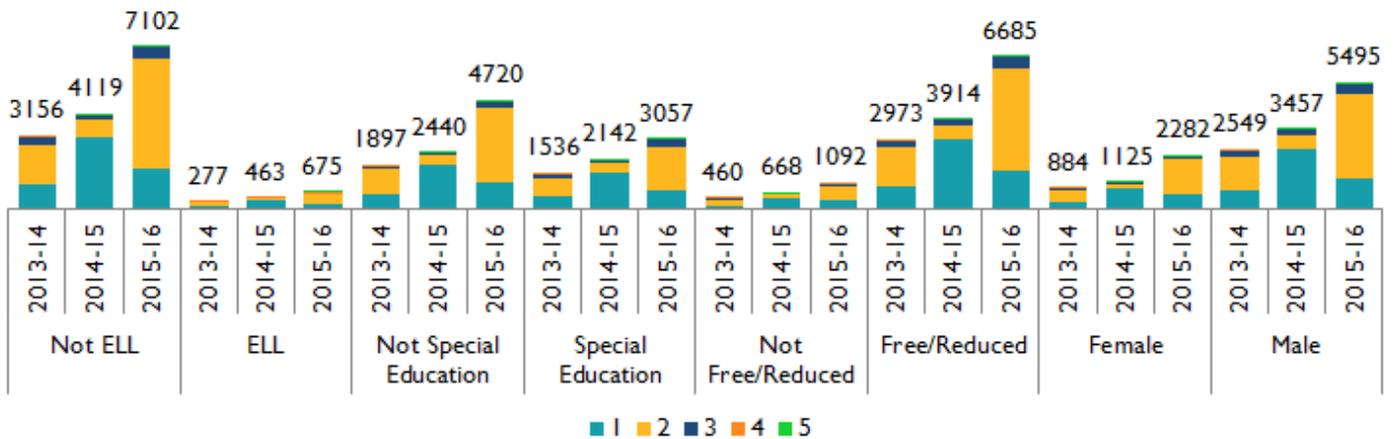
*Oasys for behavior event documentation has not been a barrier this fall, as it has been working as it should.



Total Behavior Events Through Oct. 7 by Race/Ethnicity & Event Level



Total Behavior Events Through Oct. 7 by Other Demographics & Event Level



In addition to the increase in overall events, there was also an increase in level 2 events. The following chart compares the documentation parameters from 2014-2015 to the documentation parameters in 2015-2016, illustrating both the changes and the implications, from the policy change, on first quarter data:



	2014-2015	2015-2016	Implications for 15-16 Quarter 1 Data
Level 1	Document as a level 1 when a student requires additional support, a pattern of behavior persists, and/or behaviors increase in frequency, duration, or severity	Document as a level 1 when the classroom teacher handles the behavior without support but wishes to monitor a pattern of behavior	Throughout the course of last year, confusion persisted as schools grappled with when a level 1 should become a level 2. This year, levels 1 and 2 are virtually equivalent and the coding is not dependent upon severity but rather as support was called The policy change provides clearer, concrete documentation parameters at levels 1 and 2 resulting in increased level 2 events; this does not indicate an increase of severity, simply a change in parameters
Level 2	Document as a level 2 when an evidence-based intervention has been employed with fidelity, yet the behavior persists	Document as a level 2 (or higher dependent upon previous intervention) when behavior response is called to support the student	
Progressing to Levels 3-5	Document as a level 3 (or higher) when an evidence-based intervention has been in place over time, at a lower response level with fidelity, yet the behavior persists	Document as a level 3 (or higher) when an evidence-based intervention has been in place, over time, at a lower response level with fidelity, yet the behavior persists	

Congruent with the District as a whole, elementary, middle, and high schools experienced an increase in behavior events overall, particularly at level 2. As stated above, a behavior is documented as a level 1 (blue) if the teacher handles the behavior in the classroom and a level 2 (orange) when the teacher calls for behavior support. In 2014-2015, the parameters were less clear and thus any event could represent a call for support.



Disproportionality in Behavior Events

The Behavior Education Plan was written with a goal of decreasing the use of exclusionary discipline under the former Code of Conduct in favor of an equitable, restorative discipline policy. While we have made great strides, disproportionality, particularly for our African American students, students with disabilities, similar to trends in 2013-2014 and 2014-2015, African American students are still disproportionately represented in behavior events. Making up 18% of our student population, African American students account for 54% of behavior events.

Given that behavior events have increased over time, the increase in other demographic groups remains relatively proportional.

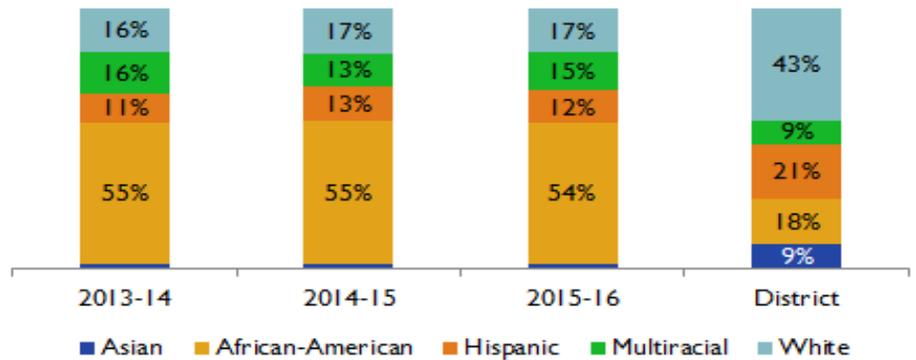
While the racial disproportionality has remained relatively unchanged, we have made strides in decreasing disproportionality from 2014-2015 to 2015-2016 for our male students (4%) and students with disabilities (8%).

Ongoing conversations regarding equity are imperative in further impacting disproportionality. Work with the National Equity Project, in addition to the equity conversations embedded within Behavior Education Plan professional development and job-embedded coaching, are critical in ensuring an equitable approach to discipline.

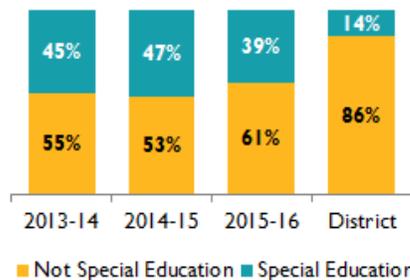
Out-of-School Suspension Events

Out-of-school suspension rates overall have decreased from 2013-2014 to 2015-2016 by 29%.

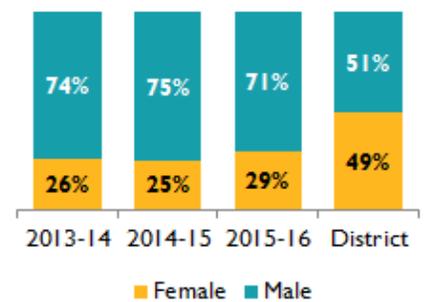
Demographics of Behavior Events vs. District Overall - Race/Ethnicity



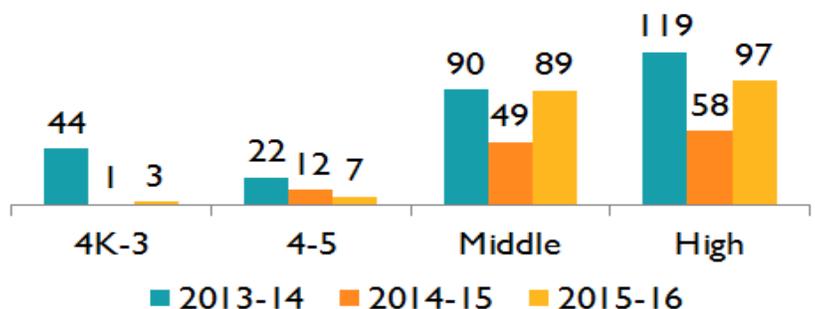
Special Education



Gender



Total Out-of-School Suspensions Through Oct. 7





Comparison data from 2014-2015 to 2015-2016 showed a slight decrease in the use of out-of-school suspensions at elementary schools, despite a change that now permits 4K-3 suspensions should a student present an imminent or ongoing safety concerns. In 2013-2014 there were 66 out-of-school suspension events in elementary school whereas in 2015-2016, there were only 10 resulting in a decrease of 85%.

At the middle and high school levels, there was a significant decrease in the use of out-of-school suspension from 2013-2014 to 2014-2015. Current 2015-2016 data represented an increase in the use of out-of-school suspension as compared to last year.

While we are still experiencing a decrease in use of out-of-school suspension since implementing the Behavior Education Plan, the upward trend at the middle and high schools has caused the Behavior Education Leadership Team to engage in deeper data analysis to further understand this trend. The following factors have been identified as areas that likely have impacted our current behavior data:

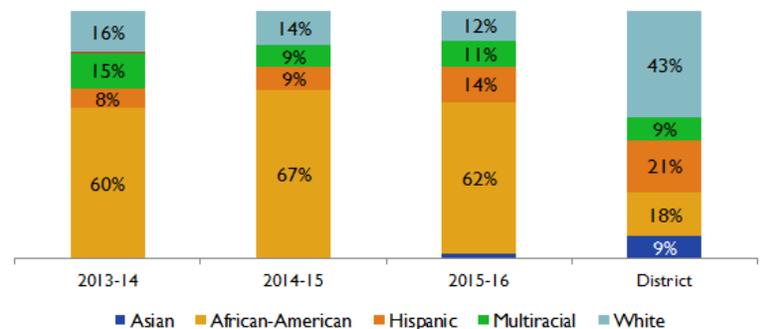
1. Principals report a deeper understanding of the Behavior Education Plan, including an understanding of when suspension is required and thus are more consistently and accurately documenting behaviors and confidently applying the policy when determining resolution / disciplinary response
2. New codes, within the "disruptive and uncooperative" category of behavior, have been added to the Behavior Education Plan to facilitate specificity in data, yet further calibration is necessary to ensure equitable application of the most accurate behavior code, particularly for subjective behaviors
3. The addition of new codes / adjustment of levels has resulted in permissibility of suspension at grade levels or for behaviors that were not available previously

While limiting the use of out-of-school suspensions is critical, our system for supporting students is the imperative as we seek to develop skills and / or address unmet needs. Since transitioning from the Code of Conduct to the Behavior Education Plan, there has also been a significant shift in how we support students. Systemic implementation of PBS and instruction in social emotional learning, coupled with the use of evidence-based interventions prior to (and following) suspension, are critical in supporting our students to become college, career, and community ready. Additionally, the use of restorative practices has expanded over the course of the last school year presenting authentic opportunities to repair harm and restore relationships prior to and / or following a suspension; a promising practice in support of our students and their families is the use of a restorative circle in place of a tradition re-admittance from suspension meeting.

Disproportionality in Out-of-School Suspension Events

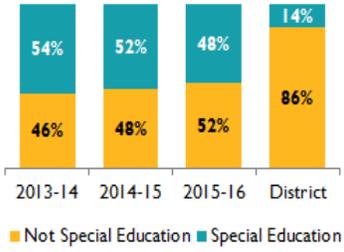
There has been a decrease in the disproportionate use of out of school suspensions among African American and Hispanic students at the elementary level making our elementary schools a leading indicator in Behavior Education implementation. When comparing 2014-2015 to 2015-2016, we have made promising progress in decreasing disproportionality with a 5% change in one year's time.

Demographics of Out-of-School Suspensions vs. District Overall - Race/Ethnicity





Special Education



Gender

